

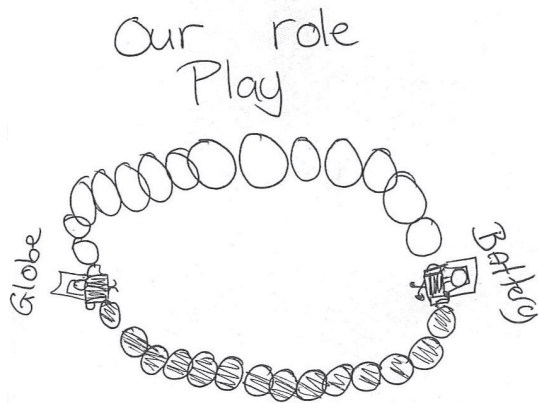
Assessment card sort

DIAGNOSTIC	FORMATIVE
SUMMATIVE	<p>(T)</p> <p>Asks 'What do you mean by...?'</p>
<p>(T)</p> <p>Asks 'How did you arrive at that idea?'</p>	<p>(T)</p> <p>Asks 'What have you found out?'</p>
<p>(S)</p> <p>Describes 'What we think we know about...'</p>	<p>(T)</p> <p>Gathers responses to a stimulus</p>

Assessment card sort

(S)

**Makes a representation
of understanding**



(T)

**Assists students'
vocabulary by starting
to build a word wall**

(T)

**Collects evidence about
what has been learned**

(T)

**Collates student
responses for the W
component of the
TWLH chart**


(S)

**Attempts to identify plant
parts from a mystery bag**

(S)

**Discusses factual
report with teacher**

Assessment card sort

<p>(S)</p> <p>Answers questions about results and conclusions after an investigation</p>	<p>(S)</p> <p>Contributes to the T and W components of the TWLH chart</p>
<p>(S)</p> <p>Makes a representation</p> <p>Before a close look</p> 	<p>(S)</p> <p>Explains the data collected from an investigation</p>
<p>(S)</p> <p>Makes conclusions from an investigation</p>	<p>(S)</p> <p>Presents an oral report on learning to the class</p>

Assessment card sort

<p>(T)</p> <p>Asks focused questions that reinforce explanations</p>	<p>(T)</p> <p>Asks questions that assess students' understanding</p>
<p>(T)</p> <p>Asks 'Tell me more about...?'</p>	<p>(S)</p> <p>Re-represents initial idea to show developing understanding</p>
<p>(S)</p> <p>Talks to teacher about the parts of a labelled diagram</p>	<p>(S)</p> <p>Completes a quiz on the science topic</p>

Assessment card sort

(T)

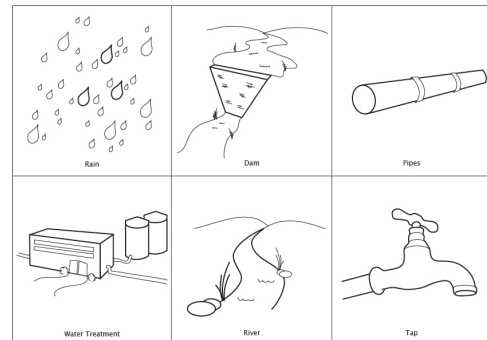
Assesses using a rubric

Science journal/work sample tag		
Student	Key Learning Area	Unit
	Science	Push-pull

Level 1 unit outcomes	B	D	A
c Identify and describe a push acting on an object in a familiar context.			
c Identify and describe a pull acting on an object in a familiar context.			
i Follow directions to conduct simple investigations involving floating, sinking and falling through air.			
i Make and share observations.			

(S)

**Completes
'My water story'
resource sheet**



(T)

**Negotiates with students
to develop the criteria
for a high quality
labelled diagram**

(T)

**Poses questions which
delve into students'
explanations**

Assessment card sort

(T)

Gathers ideas from students about their initial understanding of a concept

(T)

Asks students to reflect on their learning by writing in their science journal

(S)

Makes a representation

Bread name			
1. Chappati - Potato 2. Ciabatta - logE 3. Up. deeg 3			
Touch (texture)	soft, smooth, lumpy, oily	hard, dry, spongy	Soft, thick
Smell (odour)	dough, sour	alcohol	Wheat
Taste	not normal bread	pleasant through flavoured	Tummy
Sight (appearance)	has brown patches raw dough laid at layer	Spunged holes hard brown crust with flour on it	White, soft this crust is rough thick
Ingredients	wheat flour, water, vegetable oil, Antioxidant, Sugar, Potato Flakes, Salt, Onion Powder, Food acid	wheat flour, water, salt, yeast, cereal, sugar, cinnamon, vegetable oil	wheat flour, water, baking yeast, vinegar, salt, cornstarch, oil, suna oil, dry flour, sugar, milk

Observing bread samples

Lesson 1

Resource Sheet 1

(S)

Builds a final model of the Sun, Earth and Moon relationship